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ABSTRACT

A followup study on 1980-81 graduates from the Ohio State University College of Education collected data through three research methodologies. For the first part of the study, a demographic/professional perspectives questionnaire was mailed to a stratified random sample of 450 of the 888 graduates. The questionnaire asked graduates to provide information on: (1) basic demographic data; (2) graduates' feelings and evaluation of their preservice undergraduate teacher education program; and (3) problems and experiences faced during the first year of teaching. The questionnaire also allowed for the collection of data on both recent graduates who are teaching and those who hold non-teaching positions. The second phase of the study contacted 1980-81 graduates who were in their second year of teaching. For the last part of the study, two beginning teachers were observed and interviewed.In this three-section report (one section for each of the research methodologies used), data are displayed in tabular form. A summary and analysis of responses conclude each of the three sections. A case study is presented of the two teachers who were observed and interviewed. Implications for improvement of the teacher education program at Ohio State University are discussed. (JD)

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FOLLOW-UP PROJECT

TECHNICAL REPORT #7 (1982)

DR. GARY deVOSS

DIRECTOR

SP 021 181

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Technical Report #7: Follow-Up of 1980-81 Graduates at The Ohio State University's College of Education Teacher Certification Program

1982

Director

Dr. Gary deVoss

Prepared by:

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Produced for the OSU College of Education as part of a total effort to redesign teacher education. This project is funded entirely from State of Ohio, Department of Education Project 419 monies.

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APPENDIX A: Demographic/Professional Perspectives Questionnaire

APPENDIX B: Telephone Interview Form

Introduction

This report has been prepared by the staff of the Follow-Up Project of The Ohio State University's College of Education to disseminate the results of this year's research. In response to both State of Ohio and NCATE requirements, the Follow-Up Project completed a study of students who graduated from the College of Education during the 1980-81 school year.

As in last year's report, there were three phases to this year's research. The report will thus be divided into three sections, with the results summarized for each area of investigation. Hopefully, the findings will prove to be helpful and informative to anyone interested in teacher education. Data collected are on file in the Follow-Up office and are available for inspection.

Methodology: How This Study Was Carried Out

As mentioned above, data were collected in three distinct modes. First, a demographic/professional perspectives questionnaire was mailed to a stratified random sample of 450 of the 888 1980-81 graduates of the College. Two points need to be mentioned: (1) The 888 graduates represent a 12.8% drop in students receiving education degrees from the previous academic year; (2) the random sample consisting of 450 students represents a sample of 50.7% of the total group.

The questionnaires were mailed to the graduates in two rounds. The first round consisted of two mailings; the first half of the questionnaires were sent during the week before Thanksgiving in November 1981, and then the rest were mailed the week after Thanksgiving. Two-hundred eight (208) questionnaires were returned from the first round (107 from the pre-Thanksgiving mailing and 101 from the post-Thanksgiving mailing).

The second round was mailed to those persons who did not respond to the first mailings and was sent in mid-January 1982. Sixty-three (63) additional questionnaires were returned, producing a total of 271, which is a return rate of 60.2%.

The Demographic/Professional Perspectives questionnaire (reproduced in Appendix A) asked graduates of the College to provide information in three areas: (1) basic demographic data; (2) the graduates' feelings and evaluation of their preservice undergraduate teacher education program, and: (3) problems and experiences faced during the first year of teaching. In addition, the questionnaire also allowed for the collection of data on both recent graduates who are teaching and those who hold non-teaching (and non-education related) positions. While the questionnaire results will be completely reported following this introduction, it is important to note here that of the 271 respondents, only 74 (27.5%) have full time teaching positions, with the remaining 72.5% of the returns coming from those employed in education or non-education related positions. This figure (27.5%) represents a substantial decrease in first year, full time teachers as compared to last year.

The second phase of this year's study was to contact as many as possible of the 50 teachers observed and interviewed during 1980-81 (see Technical Report #6). In all 31 (62%) of the second year teachers were located and interviewed by telephone. The interview consisted of questions adapted from last year's interview form, and has been reproduced in Appendix B.

Lastly, from the group who responded to the questionnaire, two teachers in the Columbus area were contacted and agreed to let a Follow-Up staff member conduct a number of in-class observations and interviews.

It was hoped that this procedure would yield more in-depth information. While no specific forms were used for these observations and interviews, an effort was made to investigate many of the same categories generated for the 1980-81 study. Thus, attention was paid to teacher clarity, enthusiasm, and academic learning time (ALT) as well as the topics of undergraduate program, induction, job satisfaction and supervision.

Summary of the Demographic/Professional Perspectives Questionnaire Results

The Typical Graduate: A Composite Picture

Using the information received in response to the mailed questionnaire, a composite portrait of the average 1980-81 College of Education graduate can be developed. Thus, the typical graduate:

--is white, female, age 20-25.

--is employed in education, but not necessarily as a classroom teacher

--has not had a prior teaching position

--completed an entire undergraduate degree at OSU

--plans to get a M.A. in Education

--did not use the services of the Educational Placement Office

--has sought a teaching position

--has been unable to teach due to lack of jobs

--regrets she is not teaching, but is happy in her current job

The following composite represents the typical first year teacher:

--is employed in major field

--obtained her teaching position through a personal contact

--teaches in a middle class, rural setting

--has only occasional discipline problems

--teaches students with average motivation

--has few minority students in class

--teaches in public schools with enrollments under 500

--considers herself to be an "effective" teacher

--teaches in grades K-6

--is very satisfied with teaching in general and her present position in particular

--feels her OSU education adequately prepared her for teaching

--feels more lesson preparation time will upgrade her teaching effectiveness.

--teaches in schools where students have access to full-time guidance personnel

--has effective discipline assistance

--is not expected to lead extracurricular activities

--has been evaluated by her principal 1-3 times in her first year

--uses student improvement and feedback as a means for evaluating her teaching

--is helped most in her professional development by her teaching colleagues.

--receives support from her colleagues

The following specific data will amplify the profiles given above.

Current Employment

Just over one-fourth (27.5%) of the graduates who responded to this item on the questionnaire reported that they were employed as classroom teachers. This is a significant decrease from last year's results. Many more graduates (see below) reported being employed as substitute teachers, attesting to the difficulty of finding full time

teaching employment. Additionally, two (.7%) were working in other school employment and four (1.5%) were employed in post-secondary education. The largest block of graduates were employed in other education-related positions (37.2%) of which the majority were either substitute teaching (65.4%) or attending school (13.1%) as a graduate student. Within the non-education related responses, sales (14.7%), waitress/waiter (9.2%), and dental hygiene (9.2%) were the most frequently stated positions. Tables 1, 1A, and 1B list the complete responses for this first question. Note: In many cases where the answer "other" in a question asked respondents to "specify," some chose that option and then either gave multiple answers or no answer at all. Thus there are some discrepancies between the total "other" responses and the specific breakdown of the answers. For example, in Table 1, 100 respondents chose "other education-related." However, in Table 1A there are 107 responses due to multiple answers. In addition, each table throughout the report is a discrete unit and percentage calculations reflect this fact.

Table 1

Current employment	Frequency	Percentage
Classroom teaching	74	27.5
Other school employment	2	.7
Employed in post-secondary education	4	1.5
Other education-related	100	37.2
Non-education related	89	33.1
Total	269	100.0

Table 1A

Other education-related (specify)	Frequency	Percentage
Substitute teaching	70	65.4
Graduate student	14	13.1
Day care	7	6.5
Community Center recreation education	6	5.6
EMR/LD special unit	4	3.7
Tutoring	3	2.8
Vocational horticulture	2	1.9
Mental health counseling	1	.9
Total	107	100.0

Table 1B

Non-education related (specify)	Frequency	Percentage
Sales	16	14.7
Waitress/waiter	10	9.2
Dental hygiene	10	9.2
Unemployed	8	7.3
Secretary	7	6.4
Personnel assistant	6	5.5
Self-employed	6	5.5
Health club fitness instructor	5	4.6
Graphic arts	4	3.7
Hospital work	4	3.7
Insurance agent	4	3.7
Public utility service representative	3	2.7
Construction	3	2.7

(Continued next page)

Table 1B (cont'd)

Non-education related (specify)	Frequency	Percentage
State personnel department	3	2.7
Homemaker	3	2.7
Bank teller	3	2.7
Police department	2	1.8
Orchestral assistant	2	1.8
Computer programmer	2	1.8
VISTA/Peace Corps	2	1.8
Armed forces	2	1.8
Science/engineering	2	1.8
Library assistant	1	.9
Sheltered workshop manager	1	.9
Total	109	100.0

Age, Sex, and Race

As might be expected of recent college graduates, the overwhelming majority (83.3%) of the respondents were between the ages of 20-25. Twenty-seven (10.0%) of the respondents were in the 26-30 age group and and additional eleven (4.1%) more were between 31 and 35.

Almost eight out of ten respondents (77.4%) were female (exactly the same percentage as in last year's study), while all but seven of the responding graduates were white (97.4%). Tables 2, 3, and 4 contain complete responses for these questions.

Table 2

Age	Frequency	Percentage
20 - 25	224	83.3
26 - 30	27	10.0
31 - 35	11	4.1
36 - 40	2	.7
Over 40	5	1.9
Total	269	100.0

Table 3

Sex	Frequency	Percentage
Male	61	22.6
Female	209	77.4
Total	270	100.0

Table 4

Racial-ethnic background	Frequency	Percentage
Black, non-Hispanic	6	2.2
Asian-American	1	.4
White	260	97.4
Total	267	100.0

Years of Teaching Experience

Over three-fourths (76.6%) of the respondents reported they had no full-time teaching experience. This figure, while considerably higher than last year, reflects the lower number of graduates who obtained a teaching position immediately after graduation. Another 57 (21.2%) stated they had one year of full-time teaching. Six (2.2%) reported having two or more years of experience.

Table 5

Years full-time teaching experience	Frequency	Percentage
None	206	76.6
One	57	21.2
Two	4	1.5
Four or more	2	.7
Total	269	100.0

Student Transfers to Ohio State

Just over three-fourths (76.6%) of the respondents completed their entire undergraduate degree at OSU. Of the 63 remaining, 27 (10.0%) transferred during their sophomore year; 17 (6.3%) entered as juniors; and 4 (1.5%) enrolled as seniors. Those who chose "other" either transferred as freshmen or were working toward a post-degree certification. Tables 6 and 6A reflect these answers.

Table 6

Transfer student?	Frequency	Percentage
No	207	76.6
Yes, entered OSU as sophomore	27	10.0

(Continued next page)

Table 6 (cont'd)

Transfer student?	Frequency	Percentage
Yes, entered OSU as junior	17	6.3
Yes, entered OSU as senior	4	1.5
Other	15	5.6
Total	270	100.0

Table 6A

Transfer student? Responses to "Other"	Frequency	Percentage
Transferred as freshman	11	73.3
Post-degree certification	4	26.7
Total	15	100.0

Quarter and Year of Graduation

Not surprisingly, just under one-half (48.9%) of the respondents graduated in the Spring Quarter. Fifty-four (20.1%) received their degrees in the Autumn Quarter and 53 (19.8%) more graduated in the Winter Quarter.

Table 7

Quarter and year of graduation	Frequency	Percentage
Autumn 1980	54	20.1
Winter 1981	53	19.8
Spring 1981	131	48.9
Summer 1981	29	10.8
Total	267	100.0

Program Area

As last year, Elementary Education graduates accounted for the largest program area (39.7%). Physical Education majors (7.4%) make up the next largest group with Social Studies Education, Recreation Education, Music Education, and Home Economics Education comprising 6.3%, 5.9%, 5.6%, and 4.1% of the total respectively. The other majors can be seen in Table 8 below.

Table 8

Program area	Frequency	Percentage
Agriculture Education	10	3.7
Art Education	10	3.7
Business Education	3	1.1
Dance Education	1	.4
Dental Hygiene Education	12	4.5
Distributive Education (Voc-Tech)	1	.4
Elementary Education	107	39.7
Elementary Special Education	3	1.1
English Education	9	3.3
English Communications Education	3	1.1
Exceptional Children Education	10	3.7
Foreign Language Education	2	.7
Health Education	3	1.1
Home Economics Education	11	4.1
Industrial Technology Education	8	3.0
Mathematics Education	3	1.1
Music Education	15	5.6

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Table 8 (cont'd)

Program area	Frequency	Percentage
Physical Education	20	7.4
Recreation Education	16	5.9
Science Education	4	1.5
Social Studies Education	17	6.3
Trade & Industrial Education	1	.4
Total	269	100.0

Educational Placement Services Rated

The largest group responding to this question (40.0%) did not use the college placement services. Of the remaining respondents, 31.5% rated the services as "good" and 7.9% reported the office's services as "excellent." Only 4.9% said that the placement office was unsatisfactory.

Table 9

Educational Personnel Placement Office rating	Frequency	Percentage
Excellent	21	7.9
Good	84	31.5
Fair	42	15.7
Unsatisfactory	13	4.9
Did not use services	106	40.0
Total	266	100.0

Future Professional Study

One-hundred sixteen (43.4%) of the respondents admitted they were considering pursuing a M.A. in Education, a figure considerably lower

than last year. Sizeable increases from last year appeared in the specialist degree (7.9%), professional study in a field other than education (25.8%), and those not considering further professional study (20.6%). When another field was specified, the most frequently mentioned areas were: business, counseling, music performance, and computer science.

Table 10

Considering further professional study	Frequency	Percentage
In education--Master's degree	116	43.4
In education--Doctorate degree	6	2.3
In education--Specialist degree	21	7.9
Field other than education	69	25.8
Not considering further study	55	20.6
Total	267	100.0

Table 10A

Professional study in field other than education (specify)	Frequency	Percentage
Business	12	17.4
Master's in business administration	7	10.1
Master's in counseling	6	8.7
Music performance	6	8.7
Undecided	6	8.7
Computer science	5	7.2
Allied medical	4	5.8
Public health	3	4.3
Master's in math	2	3.0

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Table 10A (cont'd)

Professional study in field other than education (specify)	Frequency	Percentage
Master's in fine arts	2	3.0
Athletic administration	2	3.0
Law	2	3.0
Engineering	2	3.0
Nursing	2	3.0
Theology	1	1.4
Agricultural economics	1	1.4
Master's in anthropology	1	1.4
EMR/LD certification	1	1.4
Paramedic	1	1.4
Master's in social work	1	1.4
Master's in art history	1	1.4
Dental school	1	1.4
Total	69	100.0

Seeking a Teaching Position

Of the non-teaching respondents, 101 (59.0%) reported they had tried to find a teaching position. Again this figure is higher than last year. Apparently more graduates tried to find full-time employment, but had less success. If a job search was conducted, simply applying for the position was the most frequently used method (73.0%), and an additional 20.0% took advantage of the placement office services. See tables 11 and 11A on the following page for the remaining responses.

Table 11

Ever sought teaching position?	Frequency	Percentage
Yes	101	59.0
No	70	41.0
Total	171	100.0

Table 11A

Describe how you went about search	Frequency	Percentage
Application	84	73.0
Placement office	23	20.0
Substitute teaching	7	6.1
Prior contact	1	.8
Total	115	100.0

Reasons for Not Teaching

Of the 174 respondents to this question, almost half (48.3%) claimed there were no jobs available. This figure is a large increase over last year's findings. If it is accurate, it may signify the poor condition of the economy. Twenty-two (12.6%) graduates chose to change professions and nine (5.2%) more were unwilling or unable to relocate. Within the "other" answers (31.0%), being in graduate school (21.8%) and having family responsibilities (21.8%) were the most frequent answers.

Table 12

Why not teaching at present time?	Frequency	Percentage
Chose to change professions	22	12.6
No jobs available	84	48.3

(Continued next page)

Table 12 (cont'd)

Why not teaching at present time?	Frequency	Percentage
Salaries are too low	5	2.9
Not willing or unable to relocate	9	5.2
Other	54	31.0
Total	174	100.0

Table 12A

Why not teaching at present time? Responses to "Other"	Frequency	Percentage
Currently a graduate student	12	21.8
New baby at home	12	21.8
No teaching certificate	11	20.0
No desire to teach	8	14.5
Like dental hygiene better	7	12.7
Felt unprepared	3	5.5
Had to relocate	1	1.8
In armed forces	1	1.8
Total	55	100.0

Regret Not Teaching

Ninety-three (53.4%) of the non-teaching respondents do regret the fact they are not teaching. This is a turn around from last year, and seems consistent with the findings thus far. See table 13 on the following page for the total responses to this question.

Table 13

Regret that you are not teaching now?	Frequency	Percentage
Yes	93	53.4
No	80	46.6
Total	173	100.0

Current Non-Teaching Job

These job categories may be found listed in Table 1B, on pages 6 and 7.

Happy in Current Position

Just over two-thirds (67.6%) of the respondents to this stated that they were happy in their current non-teaching positions. Apparently, even though many of the graduates tried to find teaching jobs and could not, they are still content with the positions they were able to obtain.

Table 14

Are you happy in this position?	Frequency	Percentage
Yes	117	67.6
No	56	32.4
Total	173	100.0

Usefulness of Education Degree

Of the 171 non-teaching graduates who responded to this question, over one-half (59.0%) indicated that their Education degree directly helps them in their current position. An additional 26 (15.6%) reported they could have majored in anything to get the job, and 21 admitted they needed a B.A. for the job, but that they didn't directly apply what

Table 19

Student teaching location	Frequency	Percentage
Urban	27	32.6
Suburban	48	57.8
Rural	8	9.6
Total	83	100.0

Student Teaching Discipline

Well over half of the graduates (60.2%) reported they had only occasional discipline problems during student teaching. Nearly one-third (31.3%) indicated no problems and another 8.5% admitted they had many classroom discipline problems.

Table 20

Student teaching class discipline	Frequency	Percentage
No problems	26	31.3
Occasional problems	50	60.2
Many problems	7	8.5
Total	83	100.0

Type of Students

To this question, the graduates were encouraged to respond with more than one answer if appropriate. Over one-third (36.0%) indicated their students were below grade level in reading, and 26.7% more stated that the parents were very concerned about their child's education. Eleven (14.7%) respondents characterized their students as independent workers.

When a combined answer was chosen, concerned parents and independent

workers appeared most frequently (13.3%).

Table 21

Student teaching type of students	Frequency	Percentage
Parents very concerned about learning	20	26.7
Most below grade level in reading	27	36.0
Independent workers	11	14.7
Parents very concerned about learning/ most below grade level in reading	4	5.3
Parents very concerned about learning/ independent workers	10	13.3
Most below grade level in reading/ independent workers	2	2.7
Parents very concerned about learning/ most below grade level in reading/ independent workers	1	1.3
Total	75	100.0

Student Teaching Success

Student teaching was reported as a successful experience for the majority (86.7%) of the graduates. For 12.0% it was somewhat successful, and one (1.3%) respondent admitted that student teaching was unsuccessful.

Table 22

Student teaching was:	Frequency	Percentage
Successful	72	86.7
Somewhat successful	10	12.0
Unsuccessful	1	1.3
Total	83	100.0

Current Teaching Location

Unlike locations for student teaching and last year's first year teachers in which suburban locations predominated, current teaching locations were mostly rural (40.2%) with 30.5% of the teachers in urban locations and 29.3% teaching in the suburbs.

Table 23

Current teaching location	Frequency	Percentage
Urban	25	30.5
Suburban	24	29.3
Rural	33	40.2
Total	82	100.0

Current Typical Student Motivation

Over one-half (59.0%) of the teachers reported students with average motivation. Nineteen (21.7%) teachers said that they had highly motivated students, and just about the same number (19.3%) indicated that their students were low in motivation.

Table 24

Current typical student motivation	Frequency	Percentage
High	19	21.7
Average	49	59.0
Low	16	19.3
Total	84	100.0

Current Classroom Discipline

Current classroom discipline was very similar to the student teaching discipline situation, at least this year. Over one-half (56.6%) of the teachers reported only occasional problems, 32.5% indicated no problems at all, and only 10.9% of the teachers admitted to having many problems.

Table 25

Current classroom discipline	Frequency	Percentage
No problems	27	32.5
Occasional problems	47	56.6
Many problems	9	10.9
Total	83	100.0

Parent Participation

Levels of parent participation reported were distributed pretty evenly, as opposed to last year when one-half of the respondents reported moderate participation. A high amount of parent participation was reported by 37.8% of the teachers, 31.7% reported a moderate amount, and 30.5% of the responding teachers reported a low level of parent participation.

Table 26

Parent participation	Frequency	Percentage
High	31	37.8
Moderate	26	31.7
Low	25	30.5
Total	82	100.0

Typical Socio-Economic Status of Students' Families

Over one-half (53.7%) of the teachers designated their students' families as being of middle socio-economic status (SES). Typical SES was designated as low by 32.9%, and 13.4% of the responding teachers reported having students from upper SES families.

Table 27

Typical SES of families	Frequency	Percentage
Upper	11	13.4
Middle	44	53.7
Lower	27	32.9
Total	82	100.0

Racial Mix of Students

Clearly most of the teaching respondents taught in schools with few or no minority students (68.7%). Approximately one-fifth (21.7%) of the teachers taught in schools with some minority and some white students, and only 9.6% taught in schools that have predominantly minority students.

Table 28

Racial mix	Frequency	Percentage
Few or no minority	57	68.7
Some minority, some white	18	21.7
Predominantly minority	8	9.6
Total	83	100.0

Current Type of Students

To this question, as with the student teaching question, the responding first year teachers could give more than one response. The responses given were very similar to those given under Student Teaching Type of Students. "Parents very concerned about learning" and "most below grade level in reading" tied at 33.8% each as the most frequently given responses. The next most frequent response was the combination of choices, "parents very concerned about learning" and "independent workers" which was given 13 (16.8%) times. "Independent workers" as a single response was given 7.8% of the time, and the remaining combination responses were given a few times each.

Table 29

Current type of students	Frequency	Percentage
Parents very concerned about learning	26	33.8
Most below grade level in reading	26	33.8
Independent workers	6	7.8
Parents very concerned about learning/ most below grade level in reading	3	3.9
Parents very concerned about learning/ independent workers	13	16.8
Most below grade level in reading/ independent workers	1	1.3
Parents very concerned about learning/ most below grade level in reading/ independent workers	2	2.6
Total	77	100.0

School Size

The majority (59.0%) of first year teachers responding to this question taught in schools that have under 500 students enrolled, reflecting a rise since last year in the number of teachers teaching in small schools. Twenty-four (28.9%) teachers were at schools with 500-1000 students, and 12.1% taught at schools with enrollments of over 1000.

Table 30

School size	Frequency	Percentage
Under 500	49	59.0
500 - 1000	24	28.9
Over 1000	10	12.1
Total	83	100.0

School Type

In addition to teaching at schools with enrollments of less than 500, the majority (75.9%) of first year teachers taught in public schools, with only 18.1% teaching in private schools. Five (6.0%) teachers indicated that they taught in "other" types of schools, but unfortunately did not indicate what types of schools these were.

Table 31

School type	Frequency	Percentage
Public	63	75.9
Private	15	18.1
Other	5	6.0
Total	83	100.0

Type of Classroom

By far the most frequent type of classroom setting was a self-contained one. Sixty-eight (81.9%) of the responding first year teachers had this type of class, and only five (6.0%) taught in "open" classroom settings. Ten teachers (12.1%) indicated "other" for type of classroom setting, but again failed to specify what "other" was.

Table 32

Type of class	Frequency	Percentage
Self-contained	68	81.9
Open	5	6.0
Other	10	12.1
Total	83	100.0

Teaching Effectiveness

The first year teachers' confidence in their effectiveness in their current teaching situation was not as high as it seemed to be when they rated their student teaching success. It was also not quite as high as last year's first year teachers, who rated their teaching as somewhat more effective than this year's teaching respondents did. While 86.7% of the teachers rated their student teaching as successful, only 58.5% rated their teaching now as effective, and 41.5% rated it as somewhat effective. However, no teachers rated their teaching now as ineffective, opposed to the 1.3% who rated their student teaching as unsuccessful. The breakdown of the respondents' answers to the teaching effectiveness question is given in Table 33 on the following page.

Table 33

Your teaching now is:	Frequency	Percentage
Effective	48	58.5
Somewhat effective	34	41.5
Total	82	100.0

Grade Level Taught

The two most frequent grade levels taught were grades 7-12, taught by 28.9% of the teachers, and grades 1-6, taught by 27.7% of the teachers. Special education classes were taught by 10.8% of the first year teachers, 9.6% taught pre-kindergarten or kindergarten, and 8.5% taught adult or post-secondary classes. "Other" levels were taught by 14.5% of the teachers. These "other" levels included grades 9-12, grades 5-6, etc.

Table 34

Grade level taught	Frequency	Percentage
Pre-kindergarten or kindergarten	8	9.6
Grades 1-6	23	27.7
Grades 7-12	24	28.9
Special education classes	9	10.8
Adult or post-secondary	7	8.5
Other	12	14.5
Total	83	100.0

Table 34A

Grade level taught Responses to "Other"	Frequency	Percentage
Grades 9-12	4	40.0
Grades 5-6	2	20.0
Grades 7-8	2	20.0
Grades 4-8	1	10.0
Grades 5-12	1	10.0
Total	10	100.0

Attitude Toward Teaching

The vast majority of first year teachers was satisfied with teaching in general, either very satisfied (49.4%) or somewhat satisfied (45.8%). Three (3.6%) of the teachers held neutral or somewhat dissatisfied attitudes toward teaching, and only one (1.2%) teacher was very dissatisfied with teaching in general. This is opposed to last year when a greater percentage of first year teachers felt dissatisfied.

Table 35

Attitude toward teaching in general	Frequency	Percentage
Very satisfied	41	49.4
Somewhat satisfied	38	45.8
Neutral	2	2.4
Somewhat dissatisfied	1	1.2
Very dissatisfied	1	1.2
Total	83	100.0

Table 39A

Availability of school guidance staff Responses to "Other"	Frequency	Percentage
Not applicable	2	50.0
Handles problems him/herself	1	25.0
Outside agency is used	1	25.0
Total	4	100.0

Assistance with Discipline Problems

The majority of first year teachers (60.3%) received assistance with discipline problems that was effective, but 10.8% received ineffective assistance. For 8.4% of the teachers, assistance was available only in extreme circumstances, and a request for assistance was viewed as a weakness on the part of 4.8% of the teachers, a decline from last year where three times as many of the teachers claimed that asking for assistance with discipline was viewed as a weakness on their part. There were three (3.6%) teachers who revealed that no assistance at all was available. Eight of the ten teachers responding "other" claimed that no assistance was necessary. The other two respondents did not specify what they meant by "other."

Table 40

Assistance received with discipline problems	Frequency	Percentage
Assistance available and effective	50	60.3
Assistance available but ineffective	9	10.8
Assistance available only in extreme circumstances	7	8.4
No assistance available	3	3.6

(Continued next page)

Table 40 (cont'd)

Assistance received with discipline problems	Frequency	Percentage
Assistance available but request for assistance viewed as weakness	4	4.8
Other	10	12.1
Total	83	100.0

Table 40A

Assistance received with discipline problems Responses to "Other"	Frequency	Percentage
No assistance necessary	8	100.0
Total	8	100.0

Supervision of Extracurricular Activities

Most supervision of extracurricular activities was completely voluntary on the part of the teachers (64.6%). For 17.7%, supervision was expected by the school administration. The school required supervision of extracurricular activities for 6.3% of the teachers and for 11.4% it was a condition of employment with the district.

Table 41

Supervision of extracurricular activities	Frequency	Percentage
Completely voluntary	51	64.6
Expected by the school administration	14	17.7
Required by the school administration	5	6.3
Condition of employment with district	9	11.4
Total	79	100.0

Evaluation of Teaching

Three-fourths (76.8%) of the first year teachers were evaluated by a principal or an administrator, clearly the most frequent response given. Department heads were responsible for the evaluation of 9.8% of the teachers. Curriculum specialists, students, and teaching colleagues evaluated 3.7%, 2.4%, and 1.2% of the teachers respectively. Of those five teachers who responded "other," only three specified. One cited school board members as his/her evaluators, another cited the program coordinator, and the other teacher claimed that no one had evaluated him/her.

Table 42

Who had primary responsibility for evaluating your teaching?	Frequency	Percentage
Teaching colleagues	1	1.2
Department head	8	9.8
Students	2	2.4
Curriculum specialist	3	3.7
Principal/administrator	63	76.8
Other	5	6.1
Total	82	100.0

Table 42A

Who had primary responsibility for evaluating your teaching? Responses to "Other"	Frequency	Percentage
School board members	1	33.3
Program coordinator	1	33.3
No one	1	33.3
Total	3	100.0

Frequency of Evaluation

Twenty-six (31.7%) teachers had been evaluated one time this year, and another 31.7% had been evaluated two to three times. Almost one-fifth of the teachers (18.3%) had not been evaluated at all. In addition, 12.2% had been evaluated four to six times, and 6.1% of the teachers had been evaluated more than six times.

When asked how many more times this year they would be evaluated, 42.3% of the respondents replied "0 times." There would be one more evaluation for 15.5% of the teachers, and 25.4% said they had two more evaluations this year. Eight (11.2%) of the teachers planned to be evaluated three to five more times this year, and 5.6% expected to be evaluated six or more times before the year was over (as opposed to last year when none of the teachers expected to be evaluated more than five more times before the year ended).

Table 43

Times evaluated this year	Frequency	Percentage
0 times	15	18.3
1 time	26	31.7
2-3 times	26	31.7
4-6 times	10	12.2
More than 6 times	5	6.1
Total	82	100.0

Table 44

How many more times before year is over?	Frequency	Percentage
0 times	30	42.3
1 time	11	15.5
2 times	18	25.4
3 times	3	4.2
4 times	3	4.2
5 times	2	2.8
6 or more times	4	5.6
Total	71	100.0

Means of Evaluating Teaching

Just over one-half (51.2%) of the first year teachers used student improvement as a means of evaluating their teaching effectiveness. This was not the case last year when the teachers relied to a greater degree on test scores and colleagues' feedback. The second most frequent means used was the students' feedback (24.4%). Student test scores were used by 13.4% of the teachers, and 7.3% used colleagues' feedback. Responses of those teachers responding "other" indicated that administrators' evaluations and their own performance were used most often in evaluating their effectiveness as teachers.

Table 45

Which method used to evaluate own teaching effectiveness?	Frequency	Percentage
Student test scores	11	13.4
Colleagues' feedback	6	7.3
Students' feedback	20	24.4

(Continued next page)

Table 45 (cont'd)

Which method used to evaluate own teaching effectiveness?	Frequency	Percentage
Student improvement	42	51.2
Other	3	3.7
Total	82	100.0

Table 45A

Which method used to evaluate own teaching effectiveness? Responses to "Other"	Frequency	Percentage
Administrators' evaluation	1	50.0
Own performance	1	50.0
Total	2	100.0

Most Help to Professional Development

Teaching colleagues by far seem to have been most helpful to the professional development of the first year teachers (66.3%). Administrators were cited as most helpful by 13.7% of the teachers, department heads or curriculum specialists by 6.3%, and counselors were cited by 2.5% of the teachers. Only six of the nine respondents specified their responses of "other." Two respondents said that former teachers had been the most helpful to their professional development, while "students' attitudes," "daughter," "parents," and "no one" were given once each.

Table 46

Who was most helpful to your professional development?	Frequency	Percentage
Administrators	11	13.7
Teaching colleagues	53	66.3

(Continued next page)

Table 46 (cont'd)

Who was most helpful to your professional development?	Frequency	Percentage
Department head/curriculum specialist	5	6.3
Counselor	2	2.5
Other	9	11.2
Total	80	100.0

Table 46A

Who was most helpful to your professional development? Responses to "Other"	Frequency	Percentage
Former teacher	2	33.3
Students' attitudes	1	16.6
Daughter	1	16.6
Parents	1	16.6
No one	1	16.6
Total	6	100.0

Key Person Providing Support

Fellow teachers were most often cited (51.2%) as being the key person who provided support and encouragement during the respondents' first year of teaching. Relatives or friends had been the most supportive to 29.3% of the teachers, and administrators and instructional coordinators provided support for 13.4% of the first year teachers. Of the five teachers responding "other," three specified; "students," "academic supervisor," and "staff," given once each. Tables 47 and 47A on the following page give the breakdowns to this question.

Table 47

First year key person providing support	Frequency	Percentage
Administrator/instructional coordinator	11	13.4
Fellow teacher	42	51.2
Relative/friend	24	29.3
Other	5	6.1
Total	82	100.0

Table 47A

First year key person providing support Responses to "Other"	Frequency	Percentage
Students	1	33.3
Academic supervisor	1	33.3
Staff	1	33.3
Total	3	100.0

Major Attractions of Teaching

Asked what the major attractions of education and teaching were when they decided to enter the field, 34.6% of the teachers said they wanted to help children learn, which was also the predominant response last year. Love of children was expressed as a reason for entering teaching by 24.7% of the teachers. "Personal growth," "the opportunity to work independently," "personal satisfaction," and "helping the world" were some of the other responses given. The hours and vacations attracted 2.5% of the first year teachers. These responses and more may be seen in Table 48 on the following page.

Table 48

Major attractions of teaching	Frequency	Percentage
Help children learn	28	34.6
Love of children	20	24.7
Personal growth	7	8.6
Opportunity to work independently	6	7.4
Like content area	6	7.4
Personal satisfaction	5	6.2
Help the world	4	4.9
Hours/vacations	3	3.7
Coaching	2	2.5
Total	81	100.0

General Comments

The general comments given by the teachers about their years at OSU in the College of Education were pretty evenly distributed between complimentary remarks and criticisms. Positive comments were given by 53.6% of the first year teachers. These included comments such as, "enjoyed College of Education" (24.8%), "well prepared" (6.4%), and "liked student teaching and field experiences" (5.6%). Other positive remarks were more specific, complimenting various departments (Department of Education: Exceptional Children, Department of Education: Industrial Technology) and programs (ETTA, EPIC).

Negative comments, given by 46.4% of the responding teachers, stated the need for a better placement service (8.0%), more field experiences (5.6%), and courses in discipline (5.6%), lesson planning (1.6%), and time management (1.6%), to name a few. There were also

suggestions given for branch campuses and the college administration, as well as for a few of the departments. These and the other specific comments given are listed in Table 49.

Table 49

General comments	Frequency	Percentage
Enjoyed College of Education	31	24.8
Need better placement service	10	8.0
Well prepared	9	6.4
Liked student teaching/field experiences	7	5.6
Need a course in discipline	7	5.6
Need additional field experiences	7	5.6
Had good instructors	6	4.8
Elementary ETTA and EPIC programs excellent	6	4.8
College of Education counselors helpful	5	4.0
Need better coordination between College of Education and Home Economics Ed.	4	3.2
Branch campuses need more variety of courses and instructors	4	3.2
College administration needs to be more flexible	3	2.4
Work harder to improve programs	3	2.4
Content in education courses not relevant	3	2.4
Need more methods classes	2	1.6
Department of Music Education needs improvement	2	1.6
Need a course in time management	2	1.6
Student teaching placement disorganized	2	1.6

(Continued next page)

Satisfaction with Teaching

The first question asked, "Are you more or less satisfied with teaching now than last year?" Twenty-five (80.6%) of the teachers said that they were more satisfied, four (13.0%) said that they were less satisfied, and two (6.4%) said they felt the same about teaching as they had last year.

In response to "Why?", the teachers who had said that they were more satisfied most frequently said that they had adjusted to the curriculum and were more familiar with the material. Nine (22.5%) teachers responded this way. The next most frequent response, given by six (15.0%) of the teachers, was that they had gained more confidence in themselves. Of the teachers who were less satisfied with teaching this year, three (60.0%) said that the course load was too heavy this year, putting too much responsibility on the teachers' shoulders. The other response cited more discipline problems as the reason for being less satisfied. The remaining responses to "Why?", as well as the breakdown of the first half of question #1 may be seen in Table 50 below and Table 50A on the following page.

Table 50

More or less satisfied with teaching?	Frequency	Percentage
More	25	80.6
Less	4	13.0
Same	2	6.4
Total	31	100.0

Table 50A

Why?	Frequency	Percentage
WHY MORE:		
Adjusted to curriculum/more familiar with material	9	22.5
More confidence/control	6	15.0
More mature with experience	4	10.0
Knows goals	4	10.0
Handles discipline problems better	3	7.5
Better able to deal with students, colleagues	3	7.5
Like classes better	2	5.0
Student quality better	2	5.0
Able to handle various levels of ability	1	2.5
Fewer students	1	2.5
More realistic	1	2.5
Stays in same school all day	1	2.5
Better school	1	2.5
More calm	1	2.5
Changed grade levels	1	2.5
Total	40	100.0
WHY LESS:		
Course load too heavy/too much responsibility	3	60.0
More discipline problems	2	40.0
Total	5	100.0

Greatest Success

"What has been your greatest success this year?" was the second question asked in the telephone interview. The most frequent response for this question was being more organized, a response given by four (12.1%) of the teachers. However, there was no response here that was clearly dominant over the others. Achieving an open relationship was the next most frequent response, given by three (9.1%) of the teachers. The other responses varied greatly, ranging from specific topics covered in class (unit on Australia, city government lesson), to being able to implement various teaching techniques, to having a former problem student come back to visit. Table 51 below contains the remaining responses to this question.

Table 51

Greatest success this year	Frequency	Percentage
Being more organized	4	12.1
Open relationship with students	3	9.1
Able to implement various teaching techniques	2	6.1
Attaining more confidence	2	6.1
Team teaching	2	6.1
Vast improvement/organization of bands	2	6.1
Getting students into early work experience	1	3.0
Working on topic of responsibility--7th grade	1	3.0
Extracurricular activities	1	3.0
Ability to get points across to students	1	3.0
Choir performance	1	3.0
Good sports program	1	3.0
Getting students to like math	1	3.0

(Continued next page)

Table 51 (cont'd)

Greatest success this year	Frequency	Percentage
Taking Teacher Execution Student Achievement Training (learned techniques that really work)	1	3.0
Fewer discipline problems because of starting year out right	1	3.0
Having students sign up for course because he/she was teaching it	1	3.0
Advancement in math of first graders	1	3.0
Challenging brighter students	1	3.0
Past problem student coming back to visit	1	3.0
Working on individual programs for students with behavioral difficulties	1	3.0
Tutor group after school	1	3.0
Unit on Australia	1	3.0
Students' good attitudes	1	3.0
City government lesson--trip to courtroom	1	3.0
Total	33	100.0

Biggest Problem

The first part of question #3 was "What has been your biggest problem this year?" The predominant response here was discipline problems, given by seven (22.0%) of the teachers. The next most frequent response, though not a close second, was not having enough time for everything, given by three (9.4%) of the teachers. Other problems cited were students' bad attitudes, bad staff relations, and a bad school environment. One surprising response was from two teachers who said their own apathy and daily motivation was the biggest problem they had had this year.

"How have you dealt with it?" was the second part of question #3. Obviously, the responses varied according to the problem cited. Discipline problems were dealt with in a number of ways, ranging from sending students to the principal, to calling the student's home, to working out a discipline plan, and surprisingly, to not dealing with it at all but waiting until the next year to start the year out better. For the problem of not having enough time, teachers either extended their work hours or delegated some of the responsibility.

Table 52

Biggest problem this year	Frequency	Percentage
Discipline problems	7	22.0
Not enough time	3	9.4
Large, overcrowded classes	2	6.3
Bad staff relations	2	6.3
Own apathy/daily motivation	2	6.3
Wide range of ability levels	1	3.1
Lack of parental support	1	3.1
Student held back continually misses school	1	3.1
Staying on top of things	1	3.1
Cannot reach an individual student	1	3.1
Students with bad family situations--it affects their work	1	3.1
Basketball team lacks team goals	1	3.1
Two EMR students	1	3.1
Counselor errors--students without prerequisites get into classes	1	3.1
Students' bad attitudes	1	3.1
Administrative problem	1	3.1

(Continued next page)

Table 52 (cont'd)

Biggest problem this year	Frequency	Percentage
Lack of student leadership	1	3.1
School itself--not a controlled environment	1	3.1
Student--laziness or inability?	1	3.1
Students coming in late	1	3.1
Lack of space	1	3.1
Total	32	100.0

Table 52A

How have you dealt with it?	Frequency	Percentage
Talks to students, parents	3	9.4
Individual instruction to compensate for overcrowded classroom	2	6.3
Planning things to keep self motivated	2	6.3
Take things one at a time/delegate responsibility	2	6.3
Assertive discipline plan - work with supervisor	1	3.1
Meet with parents, be open with them	1	3.1
Stays away from staff (but is not included in many things)	1	3.1
Filed negligence charges	1	3.1
Sends students to counselor, principal	1	3.1
Tries to be consistent	1	3.1
Tries different discipline methods	1	3.1
Spends more time with troubled students--they respond	1	3.1
Let basketball team know what goals they should have	1	3.1

(Continued next page)

Table 52A (cont'd)

How have you dealt with it?	Frequency	Percentage
Not dealing with discipline problems now--will start next year out better	1	3.1
Keeps staff problems out of classroom	1	3.1
Got placement for EMR students	1	3.1
Must help students without prerequisites catch up	1	3.1
Talks to students with bad attitudes, talks to other teachers, tries to be creative	1	3.1
Involved CEA (teacher's union) in administrative problem	1	3.1
Stays after school, comes in early	1	3.1
Calls homes, makes referrals, gives detentions	1	3.1
Work on developing leadership	1	3.1
Student teacher helps in large class	1	3.1
Keeps bad school situation worries out of classroom	1	3.1
Talked to reading specialist	1	3.1
Gives sentences to write--no detentions when students are late	1	3.1
Stays alert to find available space	1	3.1
Total	32	100.0

This Year: Easier or Harder?

The fourth question asked, "Has this year been generally easier or harder for you than last year?" Twenty-five (80.6%) teachers said that this year had been easier, while only six (19.4%) said that it had been harder. Nine (28.1%) teachers whose year had been easier responded to "In what ways?" with the answer that they were more organized, making

the workload easier. The next most frequent response, a close second, was that they were now familiar with the material and curriculum. Experience alone was cited by five (15.6%) teachers as contributing to making this year easier.

For those teachers whose year had been harder, discipline problems and more responsibility were cited three times each (30.0%) as contributing factors. The remaining responses are shown in tables 53, 53A, and 53B below.

Table 53

This year easier or harder?	Frequency	Percentage
Easier	25	80.6
Harder	6	19.4
Total	31	100.0

Table 53A

In what ways easier?	Frequency	Percentage
More organized--makes work load easier	9	28.1
Familiar with material/curriculum	8	25.0
Experience	5	15.6
Better students	4	12.5
Smaller class	1	3.1
More challenging, fun	1	3.1
Because of student teacher	1	3.1
Better administration	1	3.1
Less emotional	1	3.1
More confident	1	3.1
Total	32	100.0

Table 53B

In what ways harder?	Frequency	Percentage
Discipline problems	3	30.0
Extra course load/more responsibility	3	30.0
Parent problems	1	10.0
New lesson plans	1	10.0
New students	1	10.0
Less talent (band)	1	10.0
Total	10	100.0

What Has Been Learned This Year

Question #5 asked, "What have you learned about teaching this year that you did not know last year?" The predominant response, though not an overwhelming one, was classroom management, given by 12.2% of the teachers. The second most frequent response, an interesting one, was that of realizing one cannot be perfect--learning what things not to worry about. Four (9.8%) teachers responded this way. One surprising response, given by three (7.3%) teachers, was that they had learned teaching can be enjoyable. One wonders why individuals would enter the field if they did not think that teaching could be enjoyable--surely it is not entered for the money. Other responses varied from comments made about principals, to feeling the need for more teacher education, to coming to an understanding of teacher burnout. Another interesting response was that of learning not to rely on any "natural ability" to teach. See Table 54 on the following page for the remaining responses to question #5.

Table 54

What have you learned this year?	Frequency	Percentage
Classroom management	5	12.2
Cannot be perfect--what not to worry about	4	9.8
Patience	3	7.3
Teaching can be enjoyable	3	7.3
Effective discipline hard to accomplish--learned new methods	2	4.9
Realize effect of teachers on students	2	4.9
To be firm about rules, expectations	2	4.9
That some students do want to learn	2	4.9
How to deal with LD students	1	2.4
Need more teacher education	1	2.4
Importance of teaching	1	2.4
Understands teacher burnout	1	2.4
New methods of teaching/disciplining	1	2.4
Knows what to expect now	1	2.4
Not to get preoccupied with curriculum--keep individuals in sight	1	2.4
How to handle discipline problems alone	1	2.4
How to better motivate students	1	2.4
Not to rely on "natural ability"	1	2.4
Cannot have expectations about students	1	2.4
There are dedicated, supportive principals--but there are also "ding-a-lings"	1	2.4
Money for second year teachers is bad	1	2.4
Value of repetition	1	2.4
Accepting fact that some students will not work no matter what you do	1	2.4

(Continued next page)

Table 56B

If yes: What?	Frequency	Percentage
Ed: EMC--evaluation of classroom	1	8.3
Music	1	8.3
Genetics	1	8.3
Microbiology	1	8.3
Driver's education	1	8.3
Foreign language	1	8.3
Math	1	8.3
Educational administration	1	8.3
Special education	1	8.3
LD (Learning disabilities)	1	8.3
IEIE (Institute for Effective Integrated Education)	1	8.3
Psychology	1	8.3
Total	12	100.0

Table 56C

If yes: Why?	Frequency	Percentage
Master's in education	5	41.7
Biology certification	1	8.3
Driver's education certification	1	8.3
Master's in chemistry	1	8.3
Master's in math	1	8.3
To get LD certification	1	8.3
To help with student motivation	1	8.3
Seemed to be the thing to do	1	8.3
Total	12	100.0

Table 56D

If no: In the future?	Frequency	Percentage
Yes	19	95.0
No	1	5.0
Total	20	100.0

Table 56E

When?	Frequency	Percentage
Summer (1982)	9	47.3
Unknown	4	21.0
Few years	3	15.8
Next year (1982-83)	1	5.3
Spring (1982)	1	5.3
When fee waivers are received	1	5.3
Total	19	100.0

Table 56F

What?	Frequency	Percentage
Master's degree work	7	31.8
Business	3	13.6
French--certification	2	9.1
Social Studies	2	9.1
Math	2	9.1
Counseling	1	4.5
LD mainstreaming	1	4.5
Computer courses	1	4.5
Health	1	4.5

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Table 56F (cont'd)

What?	Frequency	Percentage
Coaching	1	4.5
Reading	1	4.5
Total	22	100.0

Planned Number of Years of Teaching

"How many years do you plan to teach?" was the final question asked of the teachers. "Indefinitely" was the predominant response, given by 38.7% of the teachers. Six (19.3%) were unsure of how long they would teach. The other responses varied from one to 30 years.

If the teachers had given a limited response, they were asked, "What then?" Eight (36.3%) teachers planned to teach until marriage and a family came along. Three others (13.6%) planned to stay in an education-related field. The other responses varied from counseling to computer science to not being sure what to do after teaching.

Table 57

Years you plan to teach	Frequency	Percentage
Indefinitely	12	38.7
Unknown	6	19.3
One year	2	6.4
Three to four years	3	9.7
Five years	2	6.4
Eight to nine years	1	3.2
Ten years	3	9.7
30 years	2	6.4
Total	31	100.0

Table 57A

If limited: What then?	Frequency	Percentage
Marriage, family	8	36.3
Education-related field	3	13.6
Unsure	2	9.1
Counseling	2	9.1
Computer science	2	9.1
Business	1	4.5
LD tutoring	1	4.5
Coaching	1	4.5
Go back to school	1	4.5
Public relations	1	4.5
Total	22	100.0

Summary

In summary, several points can be made concerning changes of attitudes in the teachers toward teaching and toward their college teacher education program since last year:

1. The second year teachers interviewed were, in general, more satisfied with teaching now than they were last year. This is due mostly to their adjustment to the material and curriculum.
2. Approximately one-third of the second year teachers interviewed were more satisfied with their college teacher education program than they were last year, partially due to the realization that some things that once seemed useless make more sense now, and

also due to the fact that they can now use what was learned in college.

3. Once again there was a general consensus that more preparation in classroom discipline and organizational skills is needed in the program.
4. Reflecting their satisfaction with teaching, a little over one-third of the teachers interviewed plan to teach indefinitely, with another one-sixth planning to teach at least another ten years.

Observations and Interviews

During the Spring Quarter, 1982, a Follow-Up Project staff member carried out a series of classroom observations and personal interviews with two recent graduates of the O.S.U. College of Education. Both were, at that time, finishing their first year of teaching.

Rather than involving a large number of teachers as in previous years, it was decided to observe and interview only two individuals, but more intensely, thus providing more in-depth information. While this metho may not produce data which is easily generalizable, it does generate a richer, fuller description of a first year teacher's problems and successes. To this end, each teacher selected was visited 8-10 times during the course of the quarter. The resulting data forms a brief case study of the two teachers.

For the observations, one class from each teacher was selected. This allowed the observer to become familiar with the class, the students' relationships with each other, and the teacher. It also provided a stable context in which to observe the teacher. To use more than one class for each teacher might have confused the data and proved to be a source of problems.

In addition, the three teaching skills of clarity, enthusiasm, and academic learning time (ALT) used last year (see Follow-Up Technical Report #6) provided a central focus for the in-class observations. However, other aspects of the teaching act were included this year as well, giving a more complete picture of a first year teacher's daily routine.

The interview sessions with both teachers immediately followed the class observations. While these interviews were relatively unstructured and free flowing, an attempt was made to include certain topics in the

conversations. Specifically, first year difficulties and successes, college programs, the supervision of their teaching, and their plans for the future were all discussed. These particular topics were used in last year's study and seemed to supply meaningful data, so they were included again this year to establish a focus for the discussions with the teachers.

The remainder of this section of the report will consist of four parts. One will detail the initial contacts with the teachers and the entry process used to begin the observations and interviews. Parts two and three will be brief case studies of each teacher, including the information gathered in both the classroom observations and the personal interviews. The final part in this section will identify some implications for teacher education programs, and suggest possibilities for future research in the area.

Entry

It was anticipated, based on last year's experience, that it might be difficult to obtain permission from two teachers to enter their classrooms for an extended period. Even though only one observation and interview were requested in last year's study, several teachers refused to cooperate with our project. They thought that our visit would be disruptive and therefore declined our request for entry. This year, our visitations were considerably more involved, taking up more of the teacher's time and energy. As expected, it was not easy to find two teachers in the area willing to comply with our needs.

To start the search, the returned demographic questionnaires were scanned to locate those graduates who were teaching in the Columbus vicinity. In addition, the Office of Alumni Affairs provided the Follow-Up Project with a printout of all 1980-81 graduates of the College

of Education at O.S.U. This document listed current employment information for some individuals. Finally, the teachers observed and interviewed last year that were this year interviewed by phone (see Section II of this report) were asked if they knew of any first year teachers at their school who had graduated from O.S.U. Through these three sources, we obtained a list of approximately forty first year teachers.

In order to be somewhat representative, it was decided to select one elementary and one secondary teacher for the study. While it is indeed difficult to compare teachers from these areas due to the nature of the programs, by including an elementary and secondary teacher we were able to gather information related to both. The list of teachers was therefore divided into appropriate groups and a Follow-Up staff member proceeded to make calls to arrange for the visits.

As each teacher was contacted, the purpose of the Follow-Up Project was explained. The discussion then focused on this year's activities and the requested observations and interviews. It was stressed to each teacher that their classes would be disturbed as little as possible and that their time commitment for the interviews would be no more than 30-60 minutes per visit. In addition, each teacher was promised complete anonymity, that neither they, nor their school would be identified by name. Even in light of these considerations, most of the teachers on our list had to be contacted before we found two who agreed to participate in the proposed study.

In order to insure that the school administration was aware of, and agreed to the planned visits, each teacher was asked to talk with her principal, explain the project, and secure his/her approval. This was easily accomplished, with neither principal objecting to the observations/interviews. In fact, neither principal had much interest at all in the

project, which is somewhat surprising.

Case Study: Teacher One

The first teacher to be observed and interviewed, Mary T. (fictitious name), taught English in a suburban high school. Mary is a few years older than the typical college graduate since she worked when she graduated from high school, rather than going directly to college. Due to this fact, she seemed to bring a more mature attitude and sense of purpose to her role as a teacher than is common among individuals new to the profession.

The school in which Mary taught is large, with a mixed racial and social class student body, providing a variety of students with different backgrounds, abilities, and aspirations. This fact had a significant impact on Mary's first year experience.

As mentioned above, Mary's assignment was English grammar and composition. Since English courses are tracked (A, B, C) in the building, with students placed in classes by their previous grades or ability level, Mary had classes of students with average, above average, and below average academic ability. Although the subject matter and content was essentially the same for each of her classes, Mary found that she had to devise and execute different lesson plans for each ability level, and sometimes even within an ability level. For example, she had two classes of "C" students, but due to the personalities of the students in each class, she found that the same lesson would not necessarily work well in both. This meant extra planning, producing additional class preparations. This fact, while perhaps not too surprising to a veteran teacher, did come as a revelation to Mary.

In order to facilitate this report, the data gathered during the in-class observations will be discussed first, with the interview data

following. In this way a distinction may be drawn between what Mary actually did in class, and what she said about her teaching. Following the data, a brief summary will appear.

In-Class Observations

Since in the observations made for this report an attempt was made to be attentive to the teachers' skills of clarity, enthusiasm, and ALT, these variables will be presented first with additional, more general observations following.

1. Clarity. Mary frequently and successfully performed several of the clarity measures which were identified for the Follow-Up Study last year (Technical Report #6, 1981). Each of these measures will be presented separately. The first component, stresses or emphasizes the important aspects of the content, seemed to cause no trouble for Mary. She frequently and adequately stressed important points of the lesson for the students. It seemed that she had a good instinct for which parts of the content were problematic for the students, and reinforced those aspects to insure student understanding. A few examples will illustrate this component.

During a grammar review for a test, Mary had the students fill out worksheets to guide their studying. She said to the students, "Be sure to pay careful attention to the parts of speech, these will be a big part of the exam. It's important to finish--we will need these papers for the rest of the review today." On another day, during the reading of an in-class play, Mary said, "Pay careful attention to the tone of the conversation in this play, and let me know how it feels to you." On yet another occasion, while reviewing previous work, Mary said, "Watch out for the punctuation in these sentences, you know how much trouble it gives you." In most of her instructional sequences Mary

The second aspect of ALT, checks student progress regularly during seat work, was accomplished mainly through two means. First, Mary usually walked around the room during seat work time, looking at student work, answering questions, and encouraging students to complete the work. Second, when Mary remained at her desk, she would occasionally ask a student a question, or have a student bring her the work which they had completed so it could be checked for accuracy. In this way, she was able to see if the students were indeed working on the assignment.

The final component of ALT, keeps students productively involved in learning activities, has to do with discipline and classroom management. On most occasions Mary had very little difficulty maintaining order and keeping students on-task. As in many classes, there were those instances in which Mary had to resort to verbally disciplining students in order to continue with the lesson. One or two quotes will make this clear. "It is entirely too noisy in this room--I'm not going to yell over your voices to be heard." "I've told you before not to be doing your other work while we are working in here." While there was need for occasional discipline, most of the students in the room cooperated in the learning activities, and Mary did not often have to make an extra effort to keep students productively involved.

4. Other Observations. In addition to the teaching skills already presented, several other aspects of the teaching act were observed, and deserve mention. First, Mary used both verbal and nonverbal communications in an effective manner. Her voice, inflection, tone, facial expressions, body posture, and position in the room were all used to convey her meaning to the students. Second, Mary was aware of many parts of the room at the same time, which allowed her to keep track o students as they worked, or to prepare for possible trouble before it got out of

hand. Third, Mary seemed to have a good instinct for when to ignore small disturbances, and when to confront them. She did not create discipline situations by overreacting to minor problems. By glossing over small distractions, and dealing with major problems, she set a pattern which let the students know where they stood, and allowed for an orderly atmosphere for learning. These abilities are often not seen in a veteran teacher's classroom and are a credit to Mary's ability.

Interviews

The interviews conducted with Mary, while relatively unstructured, did revolve around some specific topics which included her thoughts on: her college program, first year experiences, planning for teaching, supervision of teaching, and plans for the future.

1. College program. As with many of the teachers who were interviewed for last year's Follow-Up study, Mary had some positive and some negative comments to make concerning the teacher education program in which she was enrolled. Among the positive statements were the following:

- "There really was no major problem with my program area."
- "I think we need a more liberal education, so we can make use of a wide range of knowledge in related fields for teaching. My program helped to give us that liberal education."
- "The teachers were really good, especially some of the professors."
- "The field experiences were fine. I think there is a need for more time in an actual classroom under real teaching conditions."

Some of Mary's criticisms of her program were:

- "Students preparing to become teachers need to be introduced into the professional aspects of teaching. Things like contractual status, negotiations, and administrative relations are rarely touched on during the program."
- "The program needs to prepare students for the fatigue of teaching. I get so tired during the day it is a real struggle to prepare my class for the next day. I know I don't do as well as I could."

- "Some of the courses contain too much theory, and not enough practical applications of the theory to help you in a teaching situation."

- "Grading is really difficult. Perhaps a course in grading procedures would be helpful."

- "Discipline takes up so much of my time. Sometimes it seems that I don't have time to teach. Learning about alternative ways to deal with discipline problems would have helped."

2. First Year Experience. Naturally enough, most of Mary's concerns centered around her experiences of the first year of teaching. These as above fell into two categories, problems and successes. Mary saw her successes in the following way:

- "Being prepared for class really gives me a feeling of satisfaction. Like I am really a professional with something to offer."

- "I was able to get to know the kids outside of class some. That makes them more human, and I guess the same thing happens for them, they get to know me better too."

- "Finally knowing I was doing a pretty good job made me feel real good."

As expected, Mary saw many more problems than successes:

- "I have lots of ideas for teaching and lessons, but never seem to have any time to implement them. Time management is a real problem."

- "You need to have a realistic view of your abilities. Some kids you can reach and help, and that makes me feel special. Some kids you can't reach, and that hurts."

- "I need to be authoritative without getting mad and losing my temper. Rules need to be flexible enough to deal with the kids as individuals, but firm enough so they don't take advantage. I'm still working on that."

- "Dealing with parents is hard. They can really help you, or make things very difficult. That came as a big surprise for me."

- "The administrative paperwork involved in teaching is staggering. I never thought I would spend so much time filling out forms."

- "I never seem to have any time for myself. I mean, you can't leave the job at the school, you take it home with you every night. To do a good job you have to immerse yourself in the job and that makes it doubly hard to find time for yourself."

- "Staff relations are difficult. Everyone tries to tell me what to do and how to solve my problems. And if you make friends with someone who the others don't like, they make things hard for you. One teacher even tried to tell me what I had to teach."

3. Planning. Mary had only two comments, other than those which apply above:

- "Planning for me is formative. I plan a rough lesson, then as I teach I sort of see where it is leading. In this way the end point justifies the goal, and the method."

- "Teacher advice is O.K., but the people who help the most are the ones who just listen and help me come to my own conclusions. Finding out what others would do doesn't really help me."

4. Supervision.

- "I've been supervised four times this year, by my department head and principal. They always talk to me afterwards, but sometimes not until three or four days later, and by then the effect is lost."

- "I think that some of the other teachers give me more support than the principal. He tries, but is just too busy to help much."

5. Plans for the Future.

- "I'm going to stay in teaching for at least a couple of years. I feel I owe it that, to give it a fair chance. After that I don't know."

Summary: Mary T.

As can be seen in the preceding data, Mary is doing a very acceptable job in her teaching, at least judged by the variables which were monitored. Her clarity, enthusiasm, and ability to give students time for classwork were all well above average for first year teachers. In addition, she was able to create a good rapport with the students and earned their respect. This can be demonstrated through a brief conversation with one student before class:

Observer: "How do you like Ms. T?"

Student: "She's real nice, I mean, she understands us. It's like she cares and wants to help."

Mary is very concerned about her teaching and wants to improve. It is

probable that she is doing a better job than she realizes. She is worried about many typical survival issues and talks about these frequently. Her concerns focus on planning, time management, preparing for teaching, discipline, and being capable. These are common in a first year teacher, and should come as no surprise. Nevertheless, Mary seems to have an idea of where she is going with teaching, and seems to have made the transition from student to teacher. Given some time and additional experience, she may turn to situational and student concerns, and improve on her teaching even more than she has already.

Case Study: Teacher Two

The second teacher to be observed and interviewed, Linda M. (fictitious name), taught fourth grade in an urban elementary school. She went to college directly out of high school, completed her teacher education program in four years, and immediately located and received the teaching position which she now holds.

The school in which Linda taught is of average size, and has a racially mixed student body. The students in Linda's class varied somewhat in academic ability, as is usual, but since the classes were not tracked as in Mary's case, the same type of problems were not as evident.

Due to a problem in scheduling, the only class available for observation was art. The reason for this was that some free time after class was necessary for the interview, and this was the only class after which she had free time. This is somewhat unfortunate, since on most occasions the students were working on individual projects and Linda rarely engaged in direct instruction. Her time was usually spent helping the students on a one-to-one basis with their

art work. Nevertheless, some data on the desired variables was obtained and will be presented below.

In-Class Observations

1. Clarity. As in the preceding case study, each of the applicable clarity measures will be treated separately. Stresses or emphasizes the important aspects of the content, the first component, was observed only occasionally. Instructions to students were delivered matter-of-factly and had to be repeated several times since Linda did not draw the students' attention before beginning to give instructions. She did emphasize the importance of the content several times, as seen in the examples below.

When one student questioned why they had to practice drawing a particular figure over and over again, Linda said, "By learning this figure, you will develop a sense of proportion, which is important in any type of drawing." In another class, she said, "Drawing is another way to communicate with people, and the more ways we have to communicate, the better we can make our ideas and wants known." On a third occasion she told the students, "Today you can draw anything you would like. Use your imaginations and then draw what you've thought about. This can be really fun." While these statements may not be representative, since much emphasis was directed at individual students during conference situations, they do provide some idea of Linda's ability in the area.

The second component of clarity, explains the content of instruction to students, was not observed, other than in the situations mentioned in the preceding section. Since there was really no direct instruction taking place, except for the individual help Linda provided students, explaining the content did not figure into the classes.

The next aspect, provides for student assimilation/synthesis of content, also was not observed too often. In one class Linda said to one student, "That's really good, the way you combined those two ideas." On another day she said, "Let's look at Jimmy's picture. Have any of you ever seen the place he has in his drawing? Drawing about something you know real well is usually easier." In this statement, Linda was trying to get the students to use their experience to aid their drawing. Linda also had students help each other when they could. For example, one student helped another mix colors to produce the right shade. By teaching each other when appropriate, the students assimilated the content to some extent.

The final clarity measure, assesses student understanding of content, was observed mainly in two ways. Linda would move from student to student during the class and look at and comment on the students' work. In addition, she would collect the finished drawings at the end of class for grading and return them to the students. When the drawings were returned, they had her suggestions for help on the back. Given the nature of the class, her evaluation procedures seemed to be adequate and appropriate.

2. Enthusiasm. Linda seemed somewhat uneasy in class during the times she was observed. A natural nervousness is expected when an outsider is in the room. As she became used to the observer's presence this nervousness did lessen. The first aspect of enthusiasm, conveys enthusiasm about the course content to students, was difficult to observe given the conditions already described. Linda did talk to the students about the importance of drawing as mentioned above, and perhaps this conveyed some enthusiasm to the students. In addition, her general attitude toward the art class was one of excitement. This feeling was

probably communicated to the students even though no direct statements were observed.

The second component, expresses emotion-packed feelings concerning the students' efforts/achievements, was demonstrated by Linda, as Mary did, through the use of praise. Linda frequently was overheard to say, "Now that's much better. You're really getting the technique." "Oh that's one of the best drawings I've seen today. Keep up the good work." "Good." "Excellent work today." These statements were always delivered in a personal way, with appropriate sensitivity and nonverbal supplements. Linda frequently smiled and stood close to students to let them know how much she approved of their work. The students sought her praise and seemed to work hard to get it, smiling broadly when she let them know she liked their work.

Presents learning experiences in ways that capture students' interest is the third aspect in enthusiasm. Linda did use several different subjects for the students' drawings to keep them interested. These subjects were generally drawn from the students' experience, topics which were familiar to the students. In terms of teaching techniques, Linda, in this class, relied solely on individual work. There were no lectures, group work, games, or exercises observed. It should be noted that while the routine for this class was somewhat standard, the students did seem to look forward to art time. Additionally, there were no instances of discipline problems observed during the classes which were observed. The students actively took part in the class and worked well on their own.

The last component of enthusiasm, uses materials to stimulate, attract, and hold students' attention, due to the nature of the class, seemed to be no problem. Materials other than pencils, paints, paper,

and chalk were seldom used, but also seemed unnecessary. Occasionally, a picture or other item was shown to the students to give them a model to work from, and this was usually successful in helping the students with their project. Textbooks, handouts, and audio-visual materials were not observed.

3. Academic Learning Time. The three components of ALT, provides time for individual seat work, checks student progress regularly during seat work, and keeps students productively involved in learning activities, have already been documented in the previous two sections. Linda gave the entire period each time she was observed to seat work, moving about the room regularly checking the students' work and making helpful comments and suggestions. In addition, as mentioned, she was able to involve the entire class in the various drawing activities. In this particular teaching skill, she was entirely successful.

4. Other Observations. Only one other observation presents itself. Linda was able to create an atmosphere of respect and rapport with her students. They genuinely seemed to like her, and she returned that affection. During some free time, the following brief conversation was held with one student, and illustrates the point:

Observer: "How do you like Ms. M?"

Student: "She's really neat. She's my favorite teacher."

Observer: "Why?"

Student: "Well, she's not really like a teacher, I mean she lets us do fun things, like this stuff (art)."

Observer: "Is that the only reason?"

Student: "Well no, she cares about us, almost like she really wants to be here. Some teachers don't care. She's not like that."

Obviously, this student holds strong feelings for his teacher, and

recognizes the same qualities which have been mentioned. Although her teaching may not be technically perfect yet, Linda does show the potential necessary to master the skills monitored.

Interviews

The interviews with Linda were on the same topics which were discussed with Mary, namely, her college program, first year experiences, planning, supervision, and plans for the future.

1. College program. As in Mary's case, Linda had both positive and negative comments to make concerning her college teacher education program. Her positive statements were:

- "Some of the teachers were good. They really seemed to know what teaching is all about."
- "I liked the variety of courses that I took."
- "The college counselors were generally helpful, although they don't know enough about each of the program areas."
- "Practice teaching out in the schools was good."

The following were Linda's criticisms:

- "The courses were too repetitious. We learned the same thing in each methods course."
- "While the experiences out in the schools were helpful, it's not the same thing as really teaching. Try to find a way to give students a better experience."
- "I think you should have a course on discipline. That's the biggest problem I face each day, and when I started I had no idea what to do."
- "We don't learn what it is like to be the new teacher in the school. All the paperwork, having to deal with the principal, and the other teachers. Everyone expects something different out of you, and it's impossible to please everyone."

2. First Year Experience. Again, as in the interviews with Mary, Linda's comments separated into two categories, problems and successes. Linda's successes were the following:

they learned to their work.

The most frequent of the "other" answers was that the Education degree helped the graduates in their personal communication skills (50.0%).

Table 15

Has Education degree been useful?	Frequency	Percentage
Yes, directly helps in job	102	59.0
Yes, but does not directly apply	21	12.1
No, could have majored in anything	26	15.6
Other	22	13.3
Total	171	100.0

Table 15A

Has Education degree been useful? Responses to "Other"	Frequency	Percentage
Helped personal communication skills	9	50.0
Good for future graduate work	7	38.9
Helpful in raising children	2	11.1
Total	18	100.0

Current Educational Employment

The vast majority (87.1%) of the teaching graduates who responded indicated they did teach in their major field. Another 2.3% taught in their minor field. When "employed in other field" was chosen (9.4%), the most frequent answer was that they taught in EMR/LD (55.6%). Tables 16 and 16A on the following page give a breakdown of the remaining responses.

Table 16

Current position	Frequency	Percentage
Employed in major field	74	87.1
Employed in minor field	2	2.3
Employed in other field	8	9.4
Not applicable	1	1.2
Total	85	100.0

Table 16A

Current position Employed in other field (specify)	Frequency	Percentage
EMR/LD	5	55.6
Reading	2	22.2
Psychology	1	11.1
Industrial arts	1	11.1
Total	9	100.0

Help in Securing Employment

Fourteen (16.3%) of the respondents reported that a College of Education faculty member was most helpful in securing employment. The next most frequent response was that the Educational Placement service (15.1%) was of help in finding a teaching position. However, over one-half (58.1%) of the teachers listed "other" and specified several additional answers. The most frequently mentioned were: using their own efforts, their cooperating teacher during student teaching, and prior experience. The remaining responses may be found in tables 17 and 17A on the following page.

Table 17

Which most helpful in securing employment	Frequency	Percentage
College of Education faculty member	14	16.3
Department or program chairperson	6	7.0
Educational Personnel Placement Office	13	15.1
Preparation in more than one area	3	3.5
Other	50	58.1
Total	86	100.0

Table 17A

Which most helpful in securing employment Responses to "Other"	Frequency	Percentage
Own efforts	19	44.2
Student teaching cooperating teacher	4	9.3
Prior experience	4	9.3
College advisors/programs	3	7.0
Teacher in building	3	7.0
Substitute teaching	3	7.0
Luck	3	7.0
Contacted by school	2	4.6
Coaching	2	4.6
Total	43	100.0

Obtaining First Teaching Position

As in the preceding question, the largest group (31.1%) of respondents to this question chose "other" as their answer. Within this group, their own efforts and prior contact with the district were the listed answers.

Of the remaining 68.9%, personal contact (28.9%) was the first choice. For 18.9% the placement office was helpful, and 11.1% found a job in the district where they student taught. Another 10.0% began as substitute teachers and were later hired for full-time employment.

Table 18

How was first teaching position obtained?	Frequency	Percentage
Found job in student teaching district	10	11.1
Began as substitute, later hired as regular	9	10.0
Personal contact (friends, relatives)	26	28.9
Placement Office or other college assistance	17	18.9
Other	28	31.1

Table 18A

How was first teaching position obtained? Responses to "Other"	Frequency	Percentage
Own efforts/persistence	14	63.6
Prior contact with district	8	36.3
Total	22	100.0

Student Teaching Location

Forty-eight respondents (57.8%) indicated they student taught in a suburban location while approximately one-third (32.6%) reported that their student teaching experience was in an urban setting. The remaining teachers (9.6%) student taught in a rural area.

Attitude Toward Present Position

As well as for teaching in general, the vast majority (86.8%) of teachers was either very satisfied (43.4%) or somewhat satisfied (43.4%) with their present positions. A few more (10.8%) held neutral or somewhat dissatisfied attitudes toward their present positions, and two (2.4%) of the teachers were very dissatisfied with their present positions. Again, this in in opposition to last year's first teachers for whom a greater percentage was dissatisfied with their present positions.

Table 36

Attitude toward present position	Frequency	Percentage
Very satisfied	36	43.4
Somewhat satisfied	36	43.4
Neutral	4	4.8
Somewhat dissatisfied	5	6.0
Very dissatisfied	2	2.4
Total	83	100.0

Preparation for Teaching

By far, most of the first year teachers (81.9%) felt that the College of Education adequately prepared them for teaching. Of the remaining 15 (18.1%) respondents, eight cited discipline as an inadequate area of preparation, reflecting past years where discipline has been cited as the most inadequate area of preparation, and three stated the need for more field experience. Some other areas of inadequate preparation cited were: "EMR/LD," "general knowledge of various content areas," "curriculum development," and "working with

administration." Table 37A below lists the remaining areas cited as being areas of inadequate preparation.

Table 37

Overall, the College of Education:	Frequency	Percentage
Adequately prepared you to teach	68	81.9
Inadequately prepared you to teach	15	18.1
Total	83	100.0

Table 37A

Specify areas of inadequate preparation	Frequency	Percentage
Discipline	8	40.0
Need more field experiences	3	15.0
EMR/LD	2	10.0
Lack of personal attention	2	10.0
General knowledge of various content areas	2	10.0
Adolescent psychology	1	5.0
Curriculum development	1	5.0
Working with administration	1	5.0
Total	20	100.0

Upgrading Teacher Effectiveness

The most frequent response given by the responding first year teachers as a factor that would most help upgrade their effectiveness was "more lesson preparation time," given by 27.8% of the teachers. The next most frequent response was "fewer or smaller classes," given by 24.1% of the teachers. This was last year's top response, the decline this year reflecting the fact that more teachers were teaching

in smaller schools; thus, there did not seem to be as many problems posed by overcrowded classrooms. The responses "more support from other school personnel" and "better professional preparation" were given by 15.2% and 13.9% of the respondents respectively.

"More experience," "more support from legislators and parents," "help with student motivation," and "less administrative busy work" were given as factors that would most help upgrade effectiveness by those teachers who responded "other" (19.0%).

Table 38

Factor that would most help upgrade your effectiveness as a teacher	Frequency	Percentage
Fewer or smaller classes	19	24.1
Better professional preparation	11	13.9
More support from other school personnel	12	15.2
More lesson preparation time	22	27.8
Other	15	19.0
Total	79	100.0

Table 38A

Factor that would most help upgrade your effectiveness as a teacher Responses to "Other"	Frequency	Percentage
More experience	5	55.6
More support from legislators and parents	2	22.2
Help with student motivation	1	11.1
Less administrative busy work	1	11.1
Total	9	100.0

Guidance Staff Availability

School guidance staffs were generally available to students and parents. Of the responding teachers, 33.7% said that staff was available full-time to students, 14.5% said staff was available part-time, and 27.6% said that staff was available to work with both parents and students either full or part-time. It was conceded by 19.3% of the respondents that no school guidance staff was available at all. Of those four teachers responding "other," two replied that the question was not applicable to them, one stated that problems were handled by him/herself, and the other responding teacher said that an outside agency was used for school guidance needs. It should be noted that multiple responses were accepted for this question, as reflected in Table 39 below.

Table 39

Availability of school guidance staff	Frequency	Percentage
Available to work with parents	8	9.6
Available to students full-time	28	33.7
Available to students part-time	12	14.5
No services offered	16	19.3
Available to work with parents/ available to students full-time	10	12.0
Available to work with parents/ available to students part-time	5	6.0
Other	4	4.8
Total	83	100.0

Table 49 (cont'd)

General comments	Frequency	Percentage
Need instruction in lesson planning	2	1.6
Need a course in test construction and grading	1	.8
Placement Office helpful	1	.8
History of education course poor	1	.8
OSU diploma helped in getting job	1	.8
Reading instruction needs improvement	1	.8
Need a course on first year teacher concerns	1	.8
Department of Education: Exceptional Children good	1	.8
Need teacher certification in recreation education	1	.8
College of Education counselors inadequate	1	.8
Inadequate preparation for teaching	1	.8
Department of Education: Industrial Technology good	1	.8
Total	125	100.0

Summary

As may be seen, the demographic/professional perspectives questionnaire provides a large quantity of information. Each year, several questions seem to be of particular interest, usually because the responses are significantly different from those expected, based on previous findings. Such is the case this year.

The answers to the first question, current employment, were surprising. Last year, almost two-thirds (62.7%) of the respondents claimed to be full-time classroom teachers. This year, only 27.3% of

the graduates gave this answer. This represents a substantial decrease.

When the non-teaching respondents were asked why they were not presently teaching, 48.3% stated there were no jobs available. Last year only 25.8% responded in this way. While we cannot be certain as to cause, the poor economy and low demand for teachers is apparently contributing to declining employment.

Additional support for this assertion may be seen in the location of the teachers' jobs. Last year, 37.4% of the graduates taught in suburban settings, with 35.4% in urban areas. This year, 40.2% (the largest group) taught in rural areas. Urban sites were next (30.5%) and suburban locations were last (29.3%). With many districts facing financial problems, graduates seem to be going wherever necessary to obtain the limited number of positions available.

On a more positive note, the attitudes of the teaching graduates toward teaching in general, and their present positions in particular seem to be improving. Last year, 84.1% of the respondents were either very or somewhat satisfied with teaching. This year, 95.2% felt this way. Likewise, of last year's group, 71.6% were very or somewhat satisfied with their current teaching assignment. In the present group under investigation, 86.8% held these same attitudes. So, even though there were fewer graduates obtaining teaching jobs, those who did are apparently happier.

Also of interest, and possibly related to the above information, are the questions of factors to upgrade teacher effectiveness, and methods of self-evaluation. "More lesson preparation time" was cited by 27.8% of the respondents this year, as compared to 16.5% last year. Class size, the most frequent answer last year, was not the major

concern of the respondents in this study. When the teachers evaluated their effectiveness this year, 51.2% used student improvement as a source of information. Last year, student improvement was the first choice for only 28.4% of the teachers.

Clearly there are differences between last year's results and the current study. It is beyond the scope of this questionnaire to provide reasons for these differences. If desired, perhaps future studies could focus on these issues to help guide the teacher education programs of the college.

Telephone Interview
Second Year Teachers

In 1980-81, 50 first year graduates teaching in the Columbus area were observed in a classroom situation and interviewed. The teachers interviewed were graduates of the 1979-80 academic class (see Follow-Up Technical Report #6). They were not selected randomly, but were chosen on the basis of (1) grade level taught; (2) type of school; (3) academic area of preparation; and (4) willingness to participate, in order to represent as many different types of teaching situations as possible. The interviews/observations were conducted by a staff member of the Follow-Up Project.

In March through May of 1982, there was an attempt to recontact these 50 teachers for the purpose of conducting telephone interviews. Thirty-one (62%) of the teachers were successfully contacted. The interviews were conducted to determine whether the teachers' attitudes toward teaching and toward their college teacher education program had changed significantly since last year.

The interview consisted of eight questions, ranging from identifying problems and successes of the current year to asking the teachers how many years they plan to teach. The interview questions have been reproduced and may be found in Appendix B.

It should be noted in the following analysis of the questions that answers totaled in tables will not always agree with the number of teachers responding. This is due to the teachers giving multiple answers to some of the questions. Percentages given in these cases will therefore correspond to the total responses given and not necessarily to the total of 31 teachers responding.

Table 54 (cont'd)

What have you learned this year?	Frequency	Percentage
Learned differences in grade levels	1	2.4
Rewarding, but no upward mobility--may not do it forever	1	2.4
Found out whether newly implemented procedures worked or not	1	2.4
Total	41	100.0

Satisfaction with College Teacher Education Program

"Now that you have had two years of teaching experience, are you more or less satisfied with your college teacher education program than last year?" was the sixth question in the telephone interview. Ten (32.3%) teachers said that they were more satisfied, seven (22.6%) said they were less satisfied, and fourteen (45.1%) said that they felt no differently than they had last year (see Follow-Up Technical Report #6, 1981). Responding to "Why?", six (13.3%) teachers stated the need for training in discipline methods. There were also six teachers who said they were satisfied with the program. Some other positive comments complimented the HRA (Human Relations Approach) program, the methods courses, and the math education department. In opposition to the latter two responses just mentioned, negative responses criticized the methods courses and the math education department, as well as stating the need for more field experience and the need for organizational skills. The remaining responses may be found on the following pages in tables 55 and 55A.

Table 55

More or less satisfied with program	Frequency	Percentage
More	10	32.3
Less	7	22.6
Same	14	45.1
Total	31	100.0

Table 55A

Why?	Frequency	Percentage
MORE OR SAME:		
Satisfied	6	13.3
Uses what was learned	2	4.4
Understands more the usefulness of things that once seemed useless	2	4.4
Has learned how to deal with things	1	2.2
HRA (Human Relations Approach) program--totally prepared	1	2.2
Math education gave good preparation	1	2.2
Methods good	1	2.2
LESS OR SAME:		
Need training in discipline methods	6	13.3
Need organization skills	4	8.9
Still dissatisfied	4	8.9
Not enough field experience	3	6.7
Unprepared for levels other than those certified in	2	4.4
Not happy with methods	2	4.4
Still lacking--resents math courses	1	2.2

(Continued next page)

Table 55A (cont'd)

Why?	Frequency	Percentage
Not enough methods	1	2.2
Not satisfied with reading program	1	2.2
Had student teacher that should have failed but did not (did not show up or do work)	1	2.2
Need more practical experience without supervising teacher	1	2.2
Importance of basics overlooked	1	2.2
Not prepared for real world	1	2.2
Social Studies education does little for preparation for classroom	1	2.2
Professors removed from reality	1	2.2
Music background not good for lecturing	1	2.2
Total	45	100.0

College Courses Taken This Year

When asked, "Have you taken any college courses this year?", 35.5% of the teachers responded with "yes" while 64.5% said they had not taken any courses this year. Of those who had, nine teachers took them at OSU, one took a course at Old Sawmill School in Dublin, Ohio where she was teaching, and the other teacher took a course at Capital University in Columbus. In response to "What?" courses had been taken, there were not two teachers who had taken the same course. The courses taken varied from genetics to microbiology to psychology to driver's education. Responding to "Why?" they had taken the courses, five teachers were using the courses toward their Master's degree in education, two were applying the courses to Master's degrees in chemistry and math, and three were working on getting certified in various areas.

Of the 20 teachers who had not taken courses this year, 19 (95%) plan to take courses in the future and one (5%) does not plan to take any more at all. In response to "When?" they will take courses, nine (47.3%) of those who plan to take courses will take them in the summer, and four (21%) are not sure when they will take courses. The other responses to "When?" varied. "What?" will be taken also varied, but working toward a Master's degree was the predominant response. The remaining responses varied from business to health to social studies. All of the responses given to question #7 may be seen below in tables 56 through 56F. Keep in mind that when there are discrepancies between total responses and the number of teachers responding, it is due to multiple answers given by the teachers.

Table 56

Taken any college courses this year?	Frequency	Percentage
Yes	11	35.5
No	20	64.5
Total	31	100.0

Table 56A

If yes: Where?	Frequency	Percentage
OSU	9	81.8
Old Sawmill School	1	9.1
Capital University	1	9.1
Total	11	100.0

seemed to emphasize to the students those parts of the lesson which were most important, or that the students had shown to be problematic.

The second aspect of clarity, explains the content of instruction to students, also seemed to cause Mary little difficulty. In the example above of the review for the test, Mary had the students advance their definitions for various parts of speech, which she then wrote on the chalkboard. During this exercise, she would repeat the definitions given by the students, rewording them so the students understood. Later she said, "Try to figure out how it (the part of speech) sounds. If it sounds right, it probably is right." The following brief conversation with a student in Mary's class will help make this point.

Observer: "What does Ms. T. do to help you understand the classwork?"

Student: "Well she uses lots of examples, and repeats things until everybody understands. Sometimes she puts notes on the board and that helps too."

Observer: "What could she do to make it even easier?"

Student: "I wish she would talk slower, I mean she talks so fast sometimes I miss stuff."

While it seems that Mary does indeed explain the content to the students, she sometimes explains it so quickly that they miss some of the important points. Talking too quickly is a common problem for first year teachers, and one with which Mary had some difficulty.

Provides for student assimilation/synthesis of content is the third aspect of clarity used. Mary mainly provided for this component by using examples whenever possible, and by relating the content of the lesson to the lives of the students. On one occasion, during a discussion of some poetry in the textbook, Mary said, "Is the character of this poem familiar to anyone you know? I mean, does anyone know a person like the one in the poem?" When several students replied in the affirmative Mary said,

"So people like this really exist, what does that mean for us? How can it help us?" Apparently by using examples close to the students' experiences, Mary tried to increase their understanding of the content, and provide for an assimilation process.

The last measure of clarity used, assesses student understanding of content, was demonstrated by Mary through three means. Twice during the visits, short in-class quizzes were administered to the students to check on their progress. Homework was frequently assigned for completion, and regularly collected and returned to the students so they could use the paper for future study and reference. Lastly, as with many new teachers, Mary assessed student understanding through the use of questions directed at the students. Mary, however, seemed to have mastered the ability to address her questions to many of the students, and not only toward the few who volunteered answers. In this way, she seemed to draw the majority of the class into the question/answer process, and get a better idea of the students' understanding.

2. Enthusiasm. Again, as with clarity, there are four components contained within the enthusiasm measure. Mary's personality was such that enthusiasm came to her very naturally, and she exhibited these behaviors frequently. The first aspect, conveys enthusiasm about the course content to students, was expressed generally through statements such as, "You already know active voice, and when we finish this you'll understand passive voice as well." "Tomorrow we will play a game with prepositions, so be ready to have fun and learn." "Being able to communicate is important. The more ways you know to get your point across the better." "Understanding this material will help you express your ideas and make your desires known." Through statements as these, and through her natural approach to the material, a sense of enthusiasm

for the content was generated. In the preposition game mentioned above, the students were very involved and animated, with the large majority of the class taking a part in the process.

The second component, expresses emotion-packed feelings concerning students' efforts/achievements, was shown mainly in one way. As with many teachers, Mary frequently praised students for correct answers and good work. Statements such as, "Excellent, you're getting it now;" "You're doing just fine;" "Really good;" and "Doesn't it feel good to know you have accomplished so much?" illustrate the way in which Mary sought to praise students and let them know she recognized their achievement. On one occasion this was made especially clear. Since this class was one of the "C" classes, with low reading and comprehension skills, they usually scored quite low on various standardized tests. At the beginning of one class, Mary spent some time congratulating the class on "drastically improving both reading and comprehension scores" on the department reading tests. The sense of elation by the students was quite evident, and set a tone for the rest of the class period. When praise was given to the students, it always seemed sincere and was delivered in a personal way, which added to the effect.

The third aspect, presents learning experiences in ways that capture students' interest, has already been touched on above. Mary used several different teaching techniques to get the material across to the students. She lectured at times, but did not use the whole period in this fashion. It appeared that a deliberate attempt was made to use various modes of delivery in each class session. In addition to lecture, Mary used student participation as a teaching device. Games were occasionally introduced to attract the students' attention. Question/answer drills kept students from simply listening to a prepared presentation. Group work encouraged

students to help each other. In each of these modes, it should be noted, that while the majority of the class was involved, not everyone took part. There were some students who resisted the instruction, refusing to take part or become involved in the class activities. These students were in the minority, and if uninvolved, were not disruptive.

Finally, uses materials to stimulate, attract, and hold students' attention, is the last category within enthusiasm. In this, Mary did not use too many materials to promote students' attention. Worksheets and handouts were used in one class, and the chalkboard was frequently used for notes and to highlight student responses. In addition, a class set of textbooks was used for readings, exercises, and class participation. Other than these materials none were observed in the instructional process.

3. Academic Learning Time. There are three components contained within ALT, as used by the Follow-Up Project staff. The first, provides time for individual seat work, was frequently demonstrated by Mary. The usual pattern which was set for seat work seemed to be for Mary to give the students time either at the beginning of class to complete work started previously, or to allow 10-15 minutes at the end of class to begin an assignment. Two quotes will illustrate this fact. "Before we begin today's work, I'm going to give you a few minutes to finish up yesterday's homework." "Since everyone did so well in today's exercises, I'm going to let you get started on your homework now."

In addition, Mary sometimes let the students have time for silent reading, usually in preparation for a class discussion. On one occasion she had the students read a play silently first before reading it aloud with the whole class. This let the students learn their parts somewhat and become familiar with the play, avoiding possible embarrassment later.

- "I think I have a good relationship with my students, even though I have to discipline them sometimes."

- "I worked with one of the other teachers on a combined English/ Social Studies project that went really well. I'm proud of that."

- "When I see a student learn, that makes me feel good."

Linda's problems are represented through these statements:

- "There is so much paperwork to do--for the students, the principal, for the central office. I never seem to have enough time for myself and my teaching."

- "Finding materials to teach with is a real problem. The other teachers try to help, and they have given me some good things, but what seems to work for them doesn't go over so well for me."

- "I really get mad at the way the public thinks of teachers. We do a pretty good job, and all we get is criticism."

- "Asking for help has sometimes been a problem. As a teacher I'm supposed to know what to do, but a lot of the time I don't, and it makes me feel stupid to be asking all the time."

- "Getting along with the other teachers has been difficult at times. They're always telling me what it's like to have taught for so many years. What I need is help now."

3. Planning.

- "I never seem to have enough time to plan properly. I barely keep up. In college we learned about long range plans, but here long range is the day after tomorrow."

- "Trying to suit the needs of all the children is hard. It seems that no matter what I try, I miss some of the students."

- "I try to vary how I teach, but I seem to be falling into a rut already. I hope that changes next year."

4. Supervision.

- "To tell the truth, I only remember one time when the principal was in my room to supervise. And afterwards all he said was that I was doing a good job."

- "I had one of the teachers in to see my class, and she gave me some good ideas."

- "The principal is concerned with the running of the school, and doesn't seem to have the time to spend with each teacher. He is sort of distant."

5. Plans for the Future.

- "I really like teaching. It's what I've always wanted to do and I'm sure I'm going to stay in it. If I have children, I may have to quit for awhile, but then I'll come back."

Summary: Linda M.

With the limited amount of observation possible in this case, it seems that Linda is doing an adequate job, although she is not convinced of that. One message that is clear from Linda's interview is that she feels very alone, and is somewhat hesitant about asking for help. Her contacts with other teachers, while sometimes helpful and rewarding, are more frequently disappointing. Being told what to do is not helpful. Furthermore, she feels the pressure put on first year teachers to perform as experienced teachers, and also feels inadequate to the challenge on many occasions. This is not a new problem, but is one which is demonstrated in this case.

Implications

Based on these two brief sets of observations and interviews, some tentative implications for teacher education programs may be advanced.

1. Field experiences need not only to be increased in frequency, but in quality as well. Students should feel that the experience is close to real teaching or the effect is lost.

2. Clearly, more preparation on the topics of discipline, professionalism, administrative tasks, and time management is indicated.

3. Preparation for interpersonal contacts of all types (between teacher and student; teacher and administrator; teacher and parent; teacher and teacher) could be increased.

4. While much time is spent in preparing a student to teach, little time (as reported here) is spent preparing the student on what it is like to be a teacher. Various stresses, expectations, and limitations may need to be explored, along with appropriate coping behaviors and techniques.

The findings of the observations and interviews in this report are not significantly different from those reported last year. We are able

to see in more detail, and perhaps more accurately, that on the variables of clarity, enthusiasm, and ALT, these two teachers are performing at an adequate level considering their novice status. However, the interview data, being somewhat more extensive than last year, reveal more of the teachers' problems and frustrations with their first year of teaching. As mentioned above, this may not be new information, but it is an indication of the concerns of the graduates from this college, and as such should be given consideration.

Possibilities for Future Research

Future research in this area could take several paths. One reasonable topic to pursue would be a confirmation of the data contained in this report. More observations and interviews could be conducted to further document the first year experience of graduates. A year long study, following the beginning teacher from first day to last might produce interesting information concerning the teacher's methods for dealing with the problems detailed above.

Another possibility would be to identify teacher skills other than clarity, enthusiasm, and ALT, and procede to evaluate the teachers' ability with the new variables. Teacher variability and task-oriented behavior might be appropriate. Time management was mentioned as a problem by both teachers observed and interviewed. Perhaps this should be followed up for possible validation. Whatever the variables used, knowing how the graduates of our program rate in relation to the skills helps to evaluate the effectiveness of the program. This is of utmost importance and should not be overlooked. If the college is going to prepare its students in the best manner possible, it should listen to their remarks and opinions, and take into consideration this data for curriculum revision.

APPENDIX A

FOLLOW-UP
DEMOGRAPHICS/SCHOOL CLIMATE - RECENT GRADUATES

GENERAL INSTRUCTIONS: IF YOU ARE NOT TEACHING FULL OR PART TIME, COMPLETE QUESTIONS 1 - 16.
IF YOU ARE TEACHING FULL OR PART TIME (NOT SUBSTITUTE TEACHING OR TUTORING) COMPLETE QUESTIONS 1 - 10 AND 17 - 35.

1. Which of the following describes your current employment?
   a. classroom teaching (include art, music, reading, etc.)
   b. other school employment (counseling, administrating, curriculum design, media, etc.)
   c. employed in post secondary education
   d. other education-related (specify) _____
   _____
   e. non-education-related (specify) _____
   _____

2. Age
   a. 20-25 b. 26-30 c. 31-35
   b. 36-40 e. over 40

3. Sex
   a. male b. female

4. Racial-ethnic background
   a. Black, non-Hispanic b. Hispanic c. Asian-American
   d. Native American (American Indian) e. White
   f. Other (specify) _____

5. Years of full-time teaching experience including this year:
   a. none b. one c. two
   d. three e. four or more

6. Were you a transfer student?
   a. No, I completed my entire undergraduate career at OSU.
   b. Yes, I entered OSU as a sophomore.
   c. Yes, I entered OSU as a junior.
   d. Yes, I entered OSU as a senior.
   e. Other (specify) _____

7. Quarter and year of graduation _____

8. Place an X next to your program area:
   1. _____ Agriculture Education
   2. _____ Art Education
   3. _____ Biological Science Education
   4. _____ Broadcast Communications Education
   5. _____ Business Education
   6. _____ Dance Education
   7. _____ Dental Hygiene Education
   8. _____ Distributive Education (Voc-Tech)
   9. _____ Earth Science Education
   10. _____ Elementary Education
   11. _____ Elementary-Special Education
   12. _____ English Education
   13. _____ English Communications Education
   14. _____ Exceptional Children Education
   15. _____ Foreign Language Education
   16. _____ Health Education
   17. _____ Home Economics Education
   18. _____ Industrial Technology Education
   19. _____ Interscholastic Sports Education
   20. _____ Journalism Education
   21. _____ Mathematics Education
   22. _____ Media Education
   23. _____ Music Education
   24. _____ Physical Education
   25. _____ Physical Sciences Education
   26. _____ Recreation Education
   27. _____ Science Education
   28. _____ Social Studies Education
   29. _____ Speech-Theatre Education
   30. _____ Trade & Industrial Education

9. How would you rate the Educational Personnel Placement Office services?
   a. excellent b. good c. fair
   d. unsatisfactory e. did not use services

10. If you are considering further professional study, please check the appropriate description below.
    a. Professional study in education - Master's degree
    b. Professional study in education - Doctorate degree
    c. Professional study in education - Specialist degree
    d. Professional study in field other than education (specify) _____
    e. Not considering further professional study

COMPLETE QUESTIONS 11 - 16 IF YOUR JOB IS DIRECTLY RELATED TO YOUR DEGREE (I.E., SUBBING, TUTORING, ETC.), BUT YOU ARE NOT TEACHING FULL OR PART TIME. LIST ANY GENERAL COMMENTS ON THE OTHER SIDE OF THIS PAGE. ALSO, PLEASE CHECK THE ACCURACY OF YOUR ADDRESS: THEN RETURN THE QUESTIONNAIRE.

NUMBERS 11 - 16 ARE FOR THOSE WHO ARE NOT CURRENTLY TEACHING FULL OR PART TIME. IF YOU ARE CURRENTLY TEACHING SKIP TO NUMBER 17.

11. Have you ever sought a teaching position?
    a. yes
    b. no
    Describe briefly how you went about the search:

12. Why are you not teaching at the present time?
    a. Chose to change professions
    b. No jobs available
    c. Salaries are too low
    d. Not willing or unable to relocate
    e. Other (specify) _____

13. Do you regret the fact that you are not teaching now?
    a. yes b. no

14. What job are you currently holding?

15. Are you happy in this position?
    a. yes b. no

16. Has your Education degree been useful at all?
    a. Yes, what I learned directly helps me in my job.
    b. Yes, I needed the BA to get this job, but I don't directly apply what I learned in my job.
    c. No, I could have majored in anything to get this job.
    d. Other (specify) _____
    _____

THE REMAINDER OF THE QUESTIONNAIRE IS TO BE ANSWERED ONLY IF YOU ARE CURRENTLY TEACHING FULL TIME OR PART TIME. IF YOU ARE NOT, LIST ANY GENERAL COMMENTS ON THE OTHER SIDE OF THIS PAGE AT THE BOTTOM. ALSO, PLEASE CHECK THE ACCURACY OF YOUR ADDRESS: THEN RETURN THE QUESTIONNAIRE IN THE PREPAID ENVELOPE.

17. Check the item that describes your current position in terms of your educational background.
    a. Employed in my major field.
    b. Employed in my minor field.
    c. Employed in an educational field other than those I prepared for at OSU: (specify) _____
    d. Not applicable (explain) _____
    _____

18. Please indicate which one of the following was most helpful to you in securing employment.
    a. College of Education faculty member
    b. Department or program chairperson
    c. Educational Personnel Placement Office
    d. Preparation in more than one teaching area
    e. Other (specify) _____

19. How did you obtain your first teaching position?
    a. Found a job in the district in which I student taught.
    b. Began as a substitute and was later hired as regular teacher.
    c. Personal contact (friends, relatives)
    d. Placement Office or other college assistance
    e. Other (specify) _____

20. On each line below circle the category that best describes your student teaching situation.

    location:
    urban suburban rural

    my class discipline:
    no problems occasional problems many problems

    type of students: (circle all that apply)
    parents very concerned about learning | most below grade level in reading | independent workers

    my student teaching was:
    successful somewhat successful unsuccessful

21. On each line below circle the category that best describes your current teaching situation:

location: urban	suburban	rural
typical student motivation: high	average	low
my classroom discipline: no problems	occasional problems	many problems
parent participation: high	moderate	low
typical SES of families: upper	middle	lower
racial mix: few or no minority students (black, hispanic, etc.)	some minority, some white	predominantly minority
type of students: (circle all that apply) parents very concerned about learning	most below grade level in reading	independent workers
school size: under 500	500-1000	over 1000
school type: public	private	other (specify)
type of class: self-contained	open	other (specify)
my teaching now is: effective	somewhat effective	ineffective

22. What one grade level do you currently spend the major part of your time teaching?
    a. pre-kindergarten or kindergarten
    b. grades 1-6
    c. grades 7-12
    d. special education classes
    e. adult or post-secondary
    f. other (specify) _____

23. Which one of the following best describes your present attitude toward teaching in general?
    a. very satisfied
    b. somewhat satisfied
    c. neutral
    d. somewhat dissatisfied
    e. very dissatisfied

24. Which one of the following best describes your attitude toward your present position?
    a. very satisfied
    b. somewhat satisfied
    c. neutral
    d. somewhat dissatisfied
    e. very dissatisfied

25. Overall, the College of Education
    a. adequately prepared me to teach
    b. inadequately prepared me to teach (specify areas of inadequate preparation)

26. What one factor would do most to help you upgrade your effectiveness as a teacher in your school?
    a. fewer or smaller classes
    b. better professional preparation
    c. more support from other school personnel
    d. more lesson preparation time
    e. other (specify)

27. To what extent is a professional member of the school's guidance staff available should the need arise?
    a. available to work with parents
    b. available to students full-time
    c. available to students part-time
    d. no services offered
    e. other (specify)

28. Describe the assistance you receive with discipline problems.
    a. assistance available and effective
    b. assistance available, but ineffective
    c. assistance available only in extreme circumstances
    d. no assistance available
    e. assistance available, but request for assistance is viewed as a weakness on the part of the teacher
    f. other (specify)

29. Supervision of extracurricular activities is:
    a. completely voluntary on my part
    b. expected by the school administration
    c. required by the school administration
    d. a condition of my employment with the district

30. Which of the following had the primary responsibility for evaluating your teaching?
    a. teaching colleagues
    b. department head
    c. students
    d. curriculum specialist
    e. principal/administrator
    f. other (specify)

31. How many times this year has this person observed and evaluated your teaching?
    a. 0 times
    b. 1 time
    c. 2-3 times
    d. 4-6 times
    e. more than 6 times

    In addition, how many more times will your teaching be observed and evaluated before the year is over? _____

32. Which one of the following methods do you most often use to evaluate your teaching effectiveness?
    a. student test scores from standardized and teacher-made tests
    b. colleagues' feedback
    c. students' feedback
    d. student improvement
    e. other (specify)

33. Which one of these people has been most he'pful to your professional development?
    a. administrators
    b. teaching colleagues
    c. department head or curriculum specialist
    d. counselor
    e. other (specify)

34. During your first year of teaching, was there a key person who provided support and encouragement?
    a. administrator or instructional coordinator
    b. counselor
    c. a fellow teacher
    d. a relative or friend
    e. other (specify)

35. What were the major attractions that education/teaching held for you when you decided to enter it? (explain)

Comments: Do you have any general comments about your years in the OSU College of Education?

This label will be detached before we analyze your responses. We attached your label only to avoid sending you another questionnaire. If your address has changed, please correct.

What is your phone number? ( ) _____

APPENDIX B

FOLLOW-UP PROJECT
arch, 1982

TELEPHONE INTERVIEW
SECOND YEAR TEACHERS

DIRECTIONS TO INTERVIEWER: Read all questions verbatim. Follow underlined directions, but do not read underlined sections to respondents.

SAY TO EACH RESPONDENT: Your answers to the following questions do not need to be lengthy, however you may elaborate on any you wish.

1. Are you more or less satisfied with teaching now than last year? Why?
   Interviewers Comments:

2. What has been your greatest success this year?
   Interviewers Comments:

3. What has been your biggest problem this year? How have you dealt with it?
   Interviewers Comments:

4. Has this year been generally easier or harder for you than last year? In what ways?
   Interviewers Comments:

5. What have you learned about teaching this year that you did not know last year?
   Interviewers Comments:

6. Now that you have had two years of teaching experience, are you more or less satisfied with your college teacher education program than last year? Why?
   Interviewers Comments:

7. Have you taken any college courses this year? IF YES: Where, What, Why?
   IF NO: Do you plan to take any courses in the future? When? What?
   Interviewers Comments:

8. How many years do you plan to teach? IF LIMITED: What then?
   Interviewers Comments: